

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • Y-6

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *The Hunting Trip* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 160 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

Where are Jose and his father? (In a tree stand in the woods.)

How is Jose feeling? (a little nervous)

What do Jose and his father do? (wait for the animals to forget they're there)

If time permits, repeat the steps above using part 2 of the passage, *The Hunting Trip*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them number-side down on the table. Have the child draw a card, read the word, and tell you whether it is an adjective or adverb. Have the child check his/her answer on the back of the card. If the child is correct, he/she can move along the game board the number of spaces indicated on the card. If the child is incorrect, he/she cannot move. It is now your turn. Repeat the game as time permits.

Part 1

Jose pulled himself onto the sheet of plywood that was the floor of the tree stand. He gently set his rifle down and sat in one of the two folding chairs as his father followed him. Jose noticed that his father was slightly out of breath when he reached the top. He pulled out a steaming thermos and took a swallow.

Jose remembered his father's advice about being nervous—"deep breaths work better than you think"—and took a big inhale.

"You nervous?" his father asked.

"No... well, a little," Jose admitted.

"Just remember that we're the only ones in these woods for miles. I would be the only one to see you if you did anything embarrassing, and I've seen you do plenty of embarrassing things," his father chuckled.

Jose and his father remained still for a long time. His father had taught Jose that they would wait about half an hour before the animals forgot they were there. Just when Jose was about to give up and move, he heard a rustle—a squirrel. Soon Jose and his father heard the sharp footfalls of an approaching deer.



Part 2

A buck with beautiful antlers stepped smoothly into view. Jose aimed just ahead of its chest. The buck was big and sleek, with soft brown eyes and a white rump under its flicking tail. Jose felt the trigger under his finger.

"Go ahead," his father whispered.

"No," Jose said out loud, lowering his rifle. The deer surely heard him, and it jogged away. "Are you angry?" he asked.

"No, Jose. I did the very same thing the first time I went out hunting with my father."

Jose felt relieved. "Really?" he asked.

"When we buy meat at the supermarket, we never see the animal. But when we hunt, we see the animal, and we kill it. It's an interaction between you and the animal. Sometimes I feel proud to get a buck, like I'm a cougar that caught its prey. But sometimes the animal looks at me, and I can't shoot. I'm glad that you could feel that. If you shoot when your heart tells you not to, that means you're killing without caring. Some people never shoot, and some people think all hunting is wrong. That's okay, too."

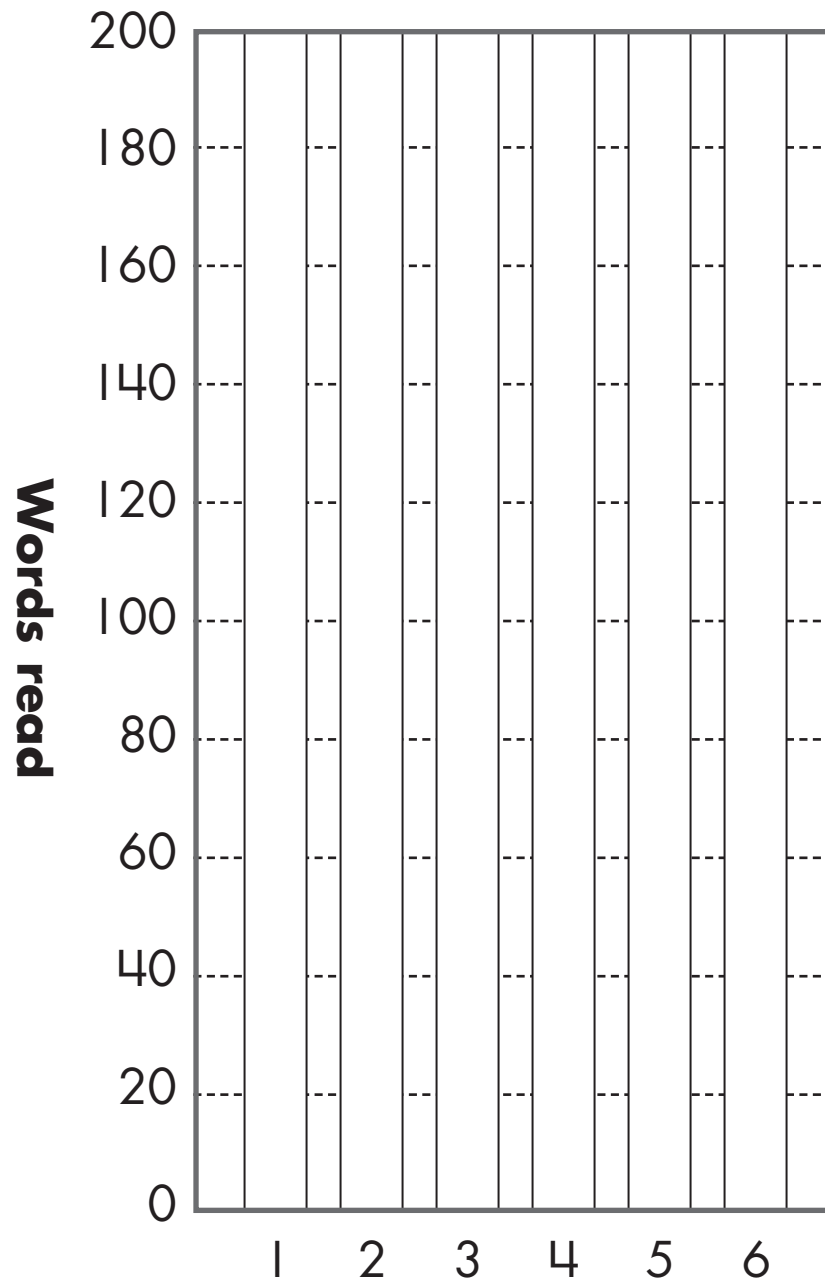


Fluency

Repeated Reading Bar Graph

Lesson Y-6

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (FRONT)

Lesson Y-6

gently

slightly

smoothly

loudly

steaming

deep

nervous

embarrassing

really

proudly

patiently

surely

beautiful

soft

glad

wrong

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson Y-6

adverb

3

adverb

2

adverb

4

adverb

5

adjective

1

adjective

3

adjective

2

adjective

4

adverb

4

adverb

5

adverb

3

adverb

2

adjective

2

adjective

4

adjective

1

adjective

3

